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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 8A:
The New World
Day 1 to Day 9



Learning
Technologies
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Alberta
EDUCATION

Grade Three Thematic
Module 8A: The New World
Home Instructor's Guide: Days 1–9 and Assignment Booklet 8A
Learning Technologies Branch
ISBN 0-7741-2792-9

Cover Art: Photodisc/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

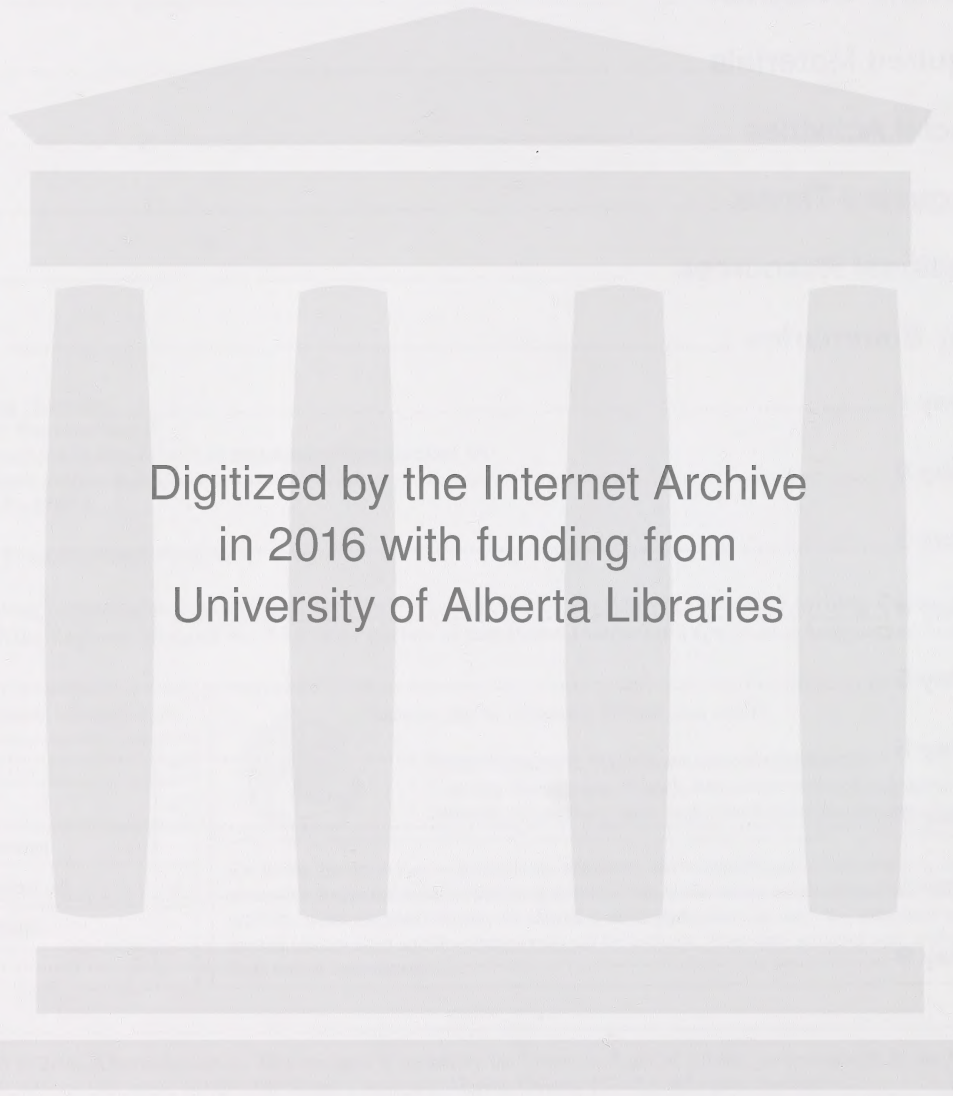
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Module 8A: The New World

In Module 8A the student begins to explore the history of European settlement in North America. The science focus is on building with a variety of materials. In English language arts the student is encouraged to complete reading, writing, and research activities independently.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for Module 8A include the following:

- using a variety of simple techniques to build things for specific purposes
- selecting appropriate materials and explaining choices
- using simple materials, such as cloth, clay, paper, and wood, to build a variety of objects
- selecting simple tools and using them safely
- identifying the intended use and purpose of an object
- identifying, with assistance, sources of information and ideas, and accessing the information and ideas
- understanding that simple designs are often as effective as more complex ones, but may be less expensive and easier to build
- recognizing the importance of good workmanship

Science problem-solving skills include the following:

- identifying the purpose of the object to be constructed
- attempting a variety of strategies to complete tasks
- identifying the steps followed in completing the task and explaining the purpose of each step
- identifying the materials and how they are used
- engaging in all parts of the task
- communicating the results of construction activities using written and oral language and pictures
- evaluating the product and identifying possible improvements

Social studies outcomes include the following:

- determining where on a globe and/or map communities are in relation to Canada
- developing skills of critical thinking and creative thinking
- evaluating ideas and information from different points of view
- developing skills of historical thinking
- applying terms related to time
- arranging events, facts, and/or ideas in sequence
- developing skills of geographic thinking

- creating and using a simple map to locate communities
- using cardinal and intermediate directions to locate places
- applying the concept of relative location to determine locations of people and places
- demonstrating skills of decision making and problem solving
- applying new ideas and strategies to contribute to decision making and problem solving
- applying the research process
- developing skills of oral, written, and visual literacy

English language arts outcomes include the following:

- choosing words, language patterns, illustrations, or sounds to add detail and create desired effects
- explaining relationships among words and concepts associated with topics of study
- experimenting with words and word meanings to produce a variety of effects
- using punctuation appropriately
- writing legibly
- applying word-analysis strategies to segment words
- identifying types of literature
- responding to a variety of texts and genres
- reading silently with accuracy and confidence
- developing a variety of comprehension strategies, including setting a purpose for reading
- using a dictionary to confirm meaning
- following and giving directions
- drafting ideas into a paragraph with a topic and supporting sentences
- organizing and sharing ideas and information
- presenting oral readings with fluency, rhythm, and appropriate intonation
- using sentence variety
- finding information to answer a research question
- summarizing data using jotting or point form
- reviewing and evaluating information
- identifying and discussing similar topics within stories from various communities
- rephrasing and explaining the meaning of a visual presentation
- recording sources of information using titles
- expanding knowledge of language
- making inferences about a character's actions or feelings
- using print and non-print aids to illustrate ideas and information
- discussing ways that visual images convey meaning

Before beginning this module, borrow library books for shared reading and silent reading. Choose contemporary and historical stories about African-American history and Canadian First Nations culture. Find non-fiction articles or books about Cree history and culture. Also search for non-fiction articles or books about Booker T. Washington, the Underground Railroad and Canada's relation to slavery, or slavery in the United States.

To develop spelling and reading skills in this module, phonics and spelling activities continue to focus on syllabication.

Music

Provide a variety of musical opportunities for the student.

Art

The student will design and make moccasins, a lunch container, and a model cabin. A relief map of Canada and North America will also be made.

The following art concepts are integrated into Module 8A:

- Durability influences the function of an object.
- Materials influence the form and function of an object.
- Designs can be illustrated visually.
- Feelings and moods can be interpreted visually.
- Two- and three-dimensional materials can be used to develop more complex structures.

Drama

The student pantomimes actions to communicate meaning and story order.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. The student should continue to walk or jog in the community as part of the fitness routine. When no specific activity is scheduled, swimming or sports, such as soccer or softball, are good options.

Technology

The student may use the Internet to research information about Abenaki and Cree cultures. Remember, the information on the Internet may not be at the student's reading level.

Help the student when he or she gathers information.

- **Read** the information with the student.
- **Print** any interesting information the student can use.
- **Gather** the information in the Writing Folder for writing and research assignments.

The student may use the computer to plan, compose, revise, and print research reports. Be sure that your student understands and can use common computer tools such as spell check and font selection. Proper keyboarding techniques should be taught.

Required Materials

The student will need the following items for Module 8A:

- Module 8A Student Module Booklet
- Module 8A Assignment Booklet
- *Collections: Carving New Frontiers*
- a junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- *Grade Three Thematic Multimedia* CD

- atlas
- Writing Folder
- Art Folder
- interlined notebook or interlined paper
- tape recorder and blank audiotape or a computer with recording capability
- binder or folder with lined and unlined paper
- corn seeds, soil, plastic or clay pots
- modelling clay, cardboard or plywood (at least 40 cm x 30 cm), white glue or masking tape
- a shoebox or other small open-topped box
- materials for building projects, including cardboard, wooden craft sticks, plastic bags, brass fasteners, glue, string, newspapers, cloth, needle and thread, small strips of wood

Special Activities

Research

Day 4: research information about Cree people

Projects

Day 3: planting corn

Day 3: constructing relief map

Day 4: gathering materials and creating a plan to make moccasins

Day 5: making moccasins

Day 7: creating a lunch container

Day 8: making a model cabin

Day 9: adding doors and windows to a model cabin

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Anthologies

How We Saw the World: Nine Native Stories of the Way Things Began, C. J. Taylor

Fiction: Short Stories and Picture Books

Wesakejack and the Bears, B. Ballantyne

Keepers of the Earth: An Abenaki Legend, Michael J. Caduto and Joseph Bruchac

Christina Katerina and the Box, Patricia Lee Gauch

Iktomi and the Boulder: A Plains Indian Story, Paul Goble

Africa Dream, Eloise Greenfield

Amazing Grace, Mary Hoffman

Sweet Clara and the Freedom Quilt, Deborah Hopkinson

Bruno the Carpenter, Lars Klinting

Raven: A Trickster Tale from the Pacific Northwest, Gerald McDermott

Roxaboxen, Alice McLerran

How Turtle Set the Animals Free, The Okanagan Tribal Council

The Balancing Girl, Berniece Rabe

Tar Beach, Faith Ringgold

The Buffalo Jump, Peter Roop

Fiction: Chapter Books

Phoebe the Spy, Judith Barry Griffin

The Captive, Joyce Hansen

Meet Addy: An American Girl, Connie Porter

Non-Fiction

The Story of Mary Shadd, Robin Breon

The Story of Ruby Bridges, Robert Coles

The Popcorn Book, Tommie DePaola

Escape from Slavery: The Boyhood of Frederick Douglas in His Own Words, Frederick Douglas

How a House Is Built, Gail Gibbons

Popcorn Plants, Kathleen V. Kudlinski

The Discovery of the Americas: From Prehistory Through the Age of Columbus, Betsy Giulio Maestro

Aunt Harriet's Underground Railroad in the Sky, Faith Ringgold

Minty: A Story of Young Harriet Tubman, Alan Schroeder

Up from Slavery, Booker T. Washington (highly recommended)

Internet

Search using the keywords *Cree*, *Abenaki*, *Booker T. Washington*, or *slavery*.

The following websites may be useful:

- *Cree, North American Indigenous Peoples*
<http://reference.allrefer.com/encyclopedia/C/Cree.html>
- “The First Nations of New France Era” on the *Canadian Museum of Civilization*
<http://www.civilization.ca>
- *Abenaki History*
<http://www.tolatsga.org/aben.html>
- *Aboriginal Digital Collections*
<http://collections.ic.gc.ca/e/adc.asp>
- *Popcorn*
<http://www.popcorn.org/>
- *Up from Slavery: An Autobiography*, (Booker T. Washington)
<http://xroads.virginia.edu/~HYPER/WASHINGTON/cover.html>
- *Sharing the Cree Culture*
<http://www.mandow.ca/share.htm>
- *Saskatchewan Stories*
<http://www.saskstories.ca>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

In Module 6A the student began self-marking the work in the Student Module Booklet with your assistance. Continue to monitor your student as he or she self-marks the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the answers. Allow the student to locate each question and then compare the answers. If your student is having difficulty with this, help the student locate the correct answers and explain that the student's own wording may not be exactly the same as the given answer, but the meaning should be the same. Be sure the student has written the correct answer in the case of incorrect responses. Encourage the student to use a different colour pen for the corrections. It is important that the work be corrected for future reference and study.

Introduction to Module 8

Before the student begins Day 1, introduce the module by discussing the title of Module 8A. Explain how the continents of North and South America were called "The New World" by Europeans when they first arrived.

Tell the student that over the next few weeks, he or she will learn more about how people came to live in the Americas.

Read the following poem to your student.

Footsteps in the New World

*The New World . . . vast, rich with resources, bursting with opportunity, welcoming
First there were the soft, indigenous footsteps of the Aboriginal families and groups
Gathering, hunting, and growing corn.*

*Then came the first seeking footsteps of the explorers and fur traders
Mapping, trapping, and trading for the pelts of beaver, muskrat, mink, and fox.*

*Soon after came the hopeful, determined footsteps of pioneers from Europe
Farming vast homesteads under huge prairie skies.*

*Later came more eager footsteps of immigrants from every other continent,
Europe, Asia, and Africa
Making new lives while missing the families they left behind.*

*The New World . . . huge, wise, loving . . .
Embraced each newcomer in its brilliant quilt.*

Ask the student to explain the main idea of the poem. Accept any reasonable ideas. Guide the student to understand that the poem tells how different groups of people lived and came to live in the new land of North America.

Read the first three lines of the poem again. Explain that some anthropologists think that the Aboriginal peoples in Canada and the United States originally came from Asia. They believe they came over an ancient land bridge that connected Asia and North America thousands of years ago.

Aboriginal peoples have their own perceptions of their origins and many do not believe that Aboriginal people were immigrants from Asia. Most Aboriginal peoples believe that they are the original North Americans.

Review what the student has learned about indigenous peoples from around the world. Be sure that your student understands that the indigenous people, including First Nations people in Canada and the United States, were the first inhabitants of the New World.

Tell the student that he or she will learn many things about the groups mentioned in the poem as Module 8 progresses.

Day 1

Learning Outcomes

The characteristics of legends are reviewed. The student begins reading a legend from the Abenaki explaining how the Abenaki learned about fire and how to grow corn. The spelling words are introduced with the pre-test, and another syllabication rule is introduced. A learning log is begun to record facts and information throughout Modules 8A and 8B. The student begins to explore how to choose materials and tools for a particular task.

Materials You Need Today

- binder or folder
- atlas

Getting Started

After listening to the introductory poem, the student thinks about what the “New World” would have been like long ago when there were few people. Listen to your student’s thoughts and discuss your ideas about the wilderness.

Carving New Frontiers

Ask your student to examine the title and cover illustration of *Carving New Frontiers*. Discuss the meaning of the title and encourage the student to find the meaning of *frontier* in the dictionary. The student may then skim through the new book and discuss the stories and articles that he or she is most interested in reading. An activity that involves locating a variety of selections from the book is completed.

“How Two-Feather Was Saved from Loneliness”

The characteristics of legends are discussed and the student is introduced to an Abenaki legend. Explain to your student that this legend like many others contains events that are supernatural and not real or that seem impossible. The legend explains how the Abenaki learned to make fire and grow corn. They no longer had to wander in search of food and could settle down to build houses and a village.

The student reads the first two pages of the story today and prepares a pantomime of the events.

Spelling

The spelling list for Days 1 to 9 includes eight high-frequency words with more than one syllable. Dictate the words when the student is ready to write the Spelling Pre-test.

Say each word. Say the word in a simple sentence and repeat the word.

These are the spelling words:

- poem
- lightly
- showed
- somewhere
- starting
- footsteps
- only
- pioneer

Phonics

The student will continue to work with syllabication in this part of the module. The syllabication rules that have been taught are reviewed, and the student works with a new syllabication rule. Introduce the new rule as follows:

- Say each of the following words slowly aloud:
 - o-pen
 - dis-o-bey
 - a-gain
 - e-lec-tri-cian
 - o-cean
- Emphasize the vowel that is sounded alone.
- Ask the student to identify which vowel is sounded alone in each word.
- Write each of the words on the chalkboard or whiteboard.
- Do not show the syllables.
- Ask the student to circle the vowel that is sounded alone.
- Explain that vowels that are sounded alone form a syllable.

Canadian Footsteps

The student uses an atlas to locate the St. Lawrence River on a map of Canada and to complete the sentences in the Student Module Booklet.

Footsteps Learning Log

The student will create a learning log in a binder or folder. In his or her Footsteps Learning Log, the student will note facts and information. The Footsteps Learning Log will be used in Modules 8A and 8B and then will be submitted to the teacher.

Building Things

Over the next few weeks, the student will design, build, test, and improve a variety of objects. Today's activities focus on the design of drums. The student recalls how drums are created and discusses ways that Two-Feather may have created his drum. The student begins to explore how to choose the best materials and tools for a task.

Day 2

Learning Outcomes

The student finishes reading the legend that was begun in Day 1. Comprehension questions are completed and the student chooses one activity from three possibilities. Spelling words are identified and recorded in the Writing Dictionary. Syllabication is practised. The student investigates his or her ancestry, determines the ancestors' country (or countries) of origin, and records the information in the Footsteps Learning Log.

Materials You Need Today

- atlas

Getting Started

The student reads the first verse from the introductory poem read aloud on Day 1 and discusses the following questions. The student is expressing opinions and ideas, so accept any reasonable answers.

Why do you think Two-Feather and other Aboriginal explorers walked with “soft footsteps”? They probably walked softly so they wouldn't make noise. This would allow them to hunt animals as they walked. They may have walked softly to avoid damaging the forest or to avoid enemies. Also, their traditional footwear (moccasins) didn't make much noise.

What were they seeking? They were probably looking for food, a place to live, or a place to hunt and fish.

“How Two-Feather Was Saved from Loneliness”

The student thinks about the setting and characters in the legend and then retells the beginning of the legend. The rest of the story is read silently, and the student answers a series of multiple-choice questions.

After finishing the story, the student chooses and completes one activity from a choice of three.

Spelling

Help the student choose four challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are the following:

- | | | |
|---------------|-----------------|-------------|
| • future | • history | • African |
| • settler | • explorer | • Asian |
| • exploration | • First Nations | • education |
| • legend | • frontier | • European |
| • slavery | • freedom | • literacy |

Physical Education and Health and Life Skills

Encourage the student to brainstorm different ways to walk or step. Ask the student to demonstrate each type of step by walking around a specific area, for example around the living room or up the sidewalk or path to the back door. After your student runs out of ideas, suggest additional ways of stepping. Use your own ideas or some of the following suggestions:

- tip-toeing
- fearful steps
- running steps
- sneaking steps
- soft, gentle steps
- dragging, limping steps
- hopeful steps
- confident steps
- loud, stomping steps
- shuffling steps
- adventurous steps
- joyful steps

Your Family's Footsteps

In this activity the student thinks about the area where his or her family originated. If the student is unfamiliar with his or her family past, he or she may find this information from a parent or grandparent. The Footsteps Learning Log entry may be completed later, after the student has had time to find out more about his or her ancestry.

Day 3

Learning Outcomes

The day begins with a focus on the importance of corn to the Abenaki. The student does research to answer questions about popcorn. The information gathered is used to write a report about popcorn. Spelling words are reviewed in the context of dictation sentences. Directions are followed to plant corn and to construct a three-dimensional relief map of North America.

Materials You Need Today

- corn seeds, soil, clay or plastic pots
- modelling clay, cardboard or plywood (at least 40 cm x 30 cm), white glue or masking tape
- atlas

Getting Started

The student begins today's work by solving a riddle.

“How Two-Feather Was Saved from Loneliness”

The activities in this part of the lesson focus on the importance of corn to the Abenaki and other First Nations peoples. The student learns more about how corn was grown, why it was important, and how it was used.

Popcorn

The student conducts research to answer a number of questions about popcorn. The student will need access to books about popcorn, an encyclopedia, or the Internet. If you do not have access to the Internet, take the student to a local library for books and Internet access.

The information gathered to answer the questions is used by the student to write a report about popcorn. The student could use a word-processing program to compose the report. The report will be edited and rewritten on Day 6.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the word.
- Dictate the complete sentence. Repeat the word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make corrections. Discuss why any errors occurred.
- Check the student's work to make sure each correction is accurate.
- Continue to dictate the sentences, one at a time, until they have all been written.

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Dictation Sentences

- **poem:** Which poem do you like best?
- **discovery:** Why was growing corn an important discovery?
- **starting:** I am starting a new story.
- **only:** It is only a shadow!
- **lightly:** He walked lightly over the moss.
- **somewhere:** Did your family come from somewhere nearby?
- **footsteps:** Don't walk with such heavy footsteps!
- **pioneer:** My great grandfather was a pioneer.

Planting Time

The student reads a short poem and follows directions to plant corn seeds. Over the next few days, the student will record the growth of the corn plants. These plants may be transplanted into a garden later.

A Different Kind of Map

Relief maps are introduced, and the student creates a relief map of North America using modelling clay. If you do not have modelling clay, playdough may be used.

The student reads directions and follows steps to complete this activity. Assist the student with the steps if necessary.

Day 4

Learning Outcomes

The student recounts the main events of the legend "How Two-Feathers Was Saved from Loneliness." Information about the Abenaki is recorded in the Footsteps Learning Log. Another syllabication rule is introduced. The student conducts research about the Cree First Nation and then designs moccasins and plans a procedure for their construction.

Materials You Need Today

- Internet access or resource materials about the Cree
- materials for making moccasins

Getting Started

A short poem is introduced, and the student learns more about how animals helped provide for the needs of First Nations people.

“How Two-Feather Was Saved from Loneliness”

The student recounts some of the main events from the legend.

At the end of the story, the student reads information about the author.

Footsteps Learning Log

The student is asked to note at least three things that were learned about the Abenaki. The student may use information from Days 1 to 3 in the Student Module Booklet or additional research may be done to extend the student’s understanding.

Phonics

Say the following words one at a time. Ask the student to tell you how many syllables each word has. You may need to say the word slowly and emphasize the vowel sounds.

- **rodeo** (3 syllables: ro-de-o)
- **create** (2 syllables: cre-ate)
- **lion** (2 syllables: li-on)
- **graduate** (3 syllables: grad-u-ate)
- **radio** (3 syllables: ra-di-o)
- **poem** (2 syllables: po-em)

Now write the same words on the chalkboard or whiteboard. Ask the student where the word *rodeo* should be divided. Have the student clap once for each syllable as the word is slowly said aloud. Remind the student that three vowels are heard, so there must be three syllables. After the student has attempted to divide the word, explain rule 9.

Rule 9: When two vowels come together in a word and are sounded separately, divide the word between the two vowels.

Ask the student to divide the rest of the words on the chalkboard. Discuss any problems the student has.

The Cree

The student is asked to research at least three pieces of information about the Cree. The student should not use any of the information from the preceding part of the lesson. The student may use non-fiction books, encyclopedia, non-fiction articles, or Internet sites to gather the information. Alternatively, you may wish to visit the Syncrude Gallery at the Royal Museum of Alberta to provide hands-on experiences for your student. Local museums may also have exhibits on traditional Cree culture, arts, or literature. If you have access to any Cree Elders, leaders, or scholars, your student may want to conduct an interview. Cree people form a number of groups across Canada; though they have many common elements like language and some traditions, each community also has its own unique history and culture.

You may need to assist the student by reading resource material aloud. Be sure that the student notes the titles or names of the information sources.

Making Moccasins

Before beginning this project, your student may wish to do some research about moccasins. The Canadian Museum of Civilization at <http://www.civilization.ca> has excellent authentic examples. Assist the student with locating moccasins at this site.

This activity is designed to introduce the student to the process of designing and planning an object. The student is asked to find a material suitable to create moccasins. Allow the student to search for possible materials and to make suggestions to you. If you do not have leather available, heavy cloth, canvas, flexible plastic sheeting, foam sheets, or even heavy paper or plastic bags may be used. Help the student discuss the pros and cons of the materials that are available and choose the best material. The student will also need materials to tie the moccasins, materials to fasten the parts together, and tools. Discuss each of these points with the student as well.

The student is asked to create his or her own design and procedure. Allow the student to do this independently, even if you can see that the design or procedure has serious flaws. Allowing the student to discover problems is an important part of the building process.

The student draws a diagram and writes about the plans in the Assignment Booklet.

Day 5

Learning Outcomes

The student recalls trickster tales and characters from previous study. Then the student views the multimedia segment “Why the Rabbit Turns White,” a Cree story. Comprehension questions are answered. The student follows the procedure set out in Day 4 to construct moccasins. Spelling words are practised in handwriting. A bibliography is created for the Footsteps Learning Log.

Materials You Need Today

- *Grade Three Thematic Multimedia* CD
- a DVD player or a computer CD player
- materials for making moccasins
- plans for making moccasins (Assignment 2 in Assignment Booklet 8A)

Getting Started

The student recalls what he or she has learned about trickster characters.

“Why the Rabbit Turns White”

The student views the multimedia segment “Why the Rabbit Turns White” on a DVD player or computer. If you do not have access to either type of machine, visit your local library. Most libraries have computers intended for public use.

Discuss the introductory scene with the student. Review the importance of stories and storytellers to traditional oral cultures.

As the student watches the story, he or she should note the main events, the lesson that is taught by the story, and the style of the animated artwork.

Discuss the ending scenes as well.

Questions about the main events, lesson, and style of art are found in the Assignment Booklet. If necessary, the student may view the presentation again.

The Cree Language

The student may have noticed some Cree words in the audiovisual presentation. A short lesson that introduces a few Cree words is included in this activity.

Make Your Moccasins

Ask the student to look through the materials list, the design diagram, and the plan that was outlined in the Assignment Booklet on Day 4. The student has a chance to think about any changes or additions that will need to be made, and then begins the process of making the moccasins. Encourage the student to persevere and to solve problems with materials, joints, or designs. The student will probably discover that adaptations will have to be made as the project progresses. This process can help teach your student to think through problems, make necessary changes, and use creative thinking skills.

Footsteps Learning Log

The student is asked to write a paragraph to communicate the information that was discovered about the Cree. The student also creates a simple bibliography at the end of the Footsteps Learning Log.

The student will need your assistance in setting up a simple bibliography. Explain that book titles are underlined when handwritten and are put in italics when using a word-processing program. Titles of articles are put in quotation marks. Encourage the student to use correct format as much as possible. It is much easier to learn the correct procedure than to have to break habits in order to learn the correct format later.

For books, the title of the book and the author's name should be given; for an encyclopedia, the title; and for a website, the name of the site and its address or URL. That is all that is required at grade three.

Day 6

Learning Outcomes

The day begins with a discussion of slavery in the United States in preparation for reading a story about Booker T. Washington. The terms *biography* and *autobiography* are introduced. Another syllabication rule is practised. The major bodies of water surrounding North America are added to the relief map. The report created on Day 3 is edited and revised.

Materials You Need Today

- blue modelling clay, relief map
- rough draft of report from Day 3

Getting Started

The day begins by introducing background information about slavery and emancipation in the United States. The student shares what he or she knows about the United States. After reading a few paragraphs, the student gives an opinion on the ethics of slavery.

The student then learns that American slaves were freed in 1865. The student also learns that today's reading selection is about a boy who lived during the time of the emancipation of slaves.

“More Than Anything Else”

The student examines the word *autobiography* and uses a dictionary to help understand the meaning. Today's selection is based on an autobiography by Booker T. Washington.

The student examines the illustrations in the story and makes some predictions based on the pictures. The student is asked to read the story silently. If your student still finds it difficult to read silently, he or she may read aloud, read with a partner, or listen to the story and then try reading it. Encourage the student to use syllabication to decode unknown words. A series of questions test the student's comprehension.

Water Surrounding North America

The student adds to the relief map created on Day 3. The oceans and other major bodies of water surrounding North America are added with blue modelling clay.

Edit and Rewrite

The student is asked to recall things that should be done when editing. The student may mention any editing points that have been discussed in the past:

- checking for an introduction and conclusion
- using details to make the information interesting
- checking for correct spelling and punctuation
- using complete sentences
- using different types and lengths of sentences
- using descriptive words, comparisons, or similes to create interesting images

After reviewing different ways to edit a selection, the student edits the report he or she wrote on Day 3. Encourage the student to edit independently and to rewrite the report in handwriting. If the report was done with a word-processing program on a computer, you may need to show your student how to use the copy-and-paste functions or how to add and delete text to make corrections and changes.

Day 7

Learning Outcomes

The historical background of slavery in the United States is investigated to better understand the story. The concept of point of view in presenting a story is introduced along with the first-person and third-person pronouns. Syllabication skills are applied to read words with multiple syllables. The student adds to the relief map and constructs a lunch container from recommended materials.

Materials You Need Today

- relief map
- materials to create a lunch container: newspapers, cloth scraps, glue, needle and thread, small strips of wood

Getting Started

Today's activities are introduced as the student reads a short article about Booker T. Washington's early life. Learning about the historical background of the story "More Than Anything Else" helps the student learn more about the past and understand the motivations of the characters.

"More Than Anything Else"

The student learns more about point of view in this activity. The word *pronoun* is also introduced. Explain that a pronoun is a word that is used instead of a noun. It refers to a noun without naming it. For example, in the sentence, "Booker was happier than he was before," the pronoun *he* is used to refer to Booker without repeating his name.

The type of pronoun that is used can help the student understand which point of view the author has taken.

The student writes two short paragraphs in the Assignment Booklet using pronouns such as *I*, *me*, and *my*, (first-person point of view) and *he*, *she*, and *it* (third-person point of view).

Phonics

Observe the student as he or she decodes the words in the Student Module Booklet. Note the syllabication skills that have developed over the last few weeks. Can the student divide the words into syllables or word parts to say the word? You will comment on the students' reading and writing skills at the end of this module.

The Footsteps of Booker's Ancestors

The student marks Booker's family journey from Virginia to West Virginia on the relief map.

Build a Lunch Container

The student chooses the materials and then designs, builds, and tests a lunch container. In the Assignment Booklet, the student draws a diagram of the container and discusses how well it served its purpose.

The student also thinks of ways that the container could be improved if other materials were available.

Day 8

Learning Outcomes

The student retells a story aloud. Descriptive words and phrases, comparisons, and sensory words in the story are discovered. Illustrations are used for understanding. A story is read orally and recorded for teacher evaluation. Corn plants are measured and the measurements are recorded. The student builds a model cabin and plans, tests, and comments on the roof structure.

Materials You Need Today

- tape recorder and blank audiotape or a blank CD and a computer with recording capability
- a shoebox or other open-topped box that may be used as a model cabin
- materials to create a roof for a model cabin, such as cardboard, wooden craft sticks, pipe cleaners, straws, plastic wrap, plastic bags or plastic sheets, brass fasteners, tape, glue, scissors, ruler

Getting Started

The student retells the story “More Than Anything Else” aloud and then writes about two pictures that he or she imagined as the story was retold.

“More Than Anything Else”

As the story is reread, the student discovers examples of descriptive words and phrases, comparisons, and sensory words. The student also examines the illustrations to help understand the story.

Phonics

A booklet from *Modern Curriculum Press Phonics: Level C* is read and recorded in today’s phonics activity. Do not allow the student to practise the selection before recording it. This will permit the teacher to evaluate your student’s ability to use the phonics skills that have been taught. The teacher can also use this activity to evaluate other reading strategies that the student employs for reading unfamiliar material.

Home, Sweet Home

After examining the illustrations of the cabins in *Carving New Frontiers*, the student comments on the building materials, roof styles, and joining methods that were used. The student also examines illustrations to look for different roofing styles.

The student then creates a model cabin using a shoebox as a base and choosing materials to create a roof. If a shoebox is not available, you may cut the top from a milk carton or use any small open-topped box.

The student plans, tests, and comments on the roof. The model cabin will be used on Day 9 as well.

Day 9

Learning Outcomes

The student investigates the importance of reading and constructs a poster to advertise the message. The spelling test is completed. Syllabication rules are applied to a review exercise. Doors and windows are designed for the model cabin.

Materials You Need Today

- cabin model from Day 8
- materials to create door and window hinges and handles

Getting Started

After reading a short poem, the student compares his or her experience of learning to read to the way that Booker learned to read.

“More Than Anything Else”

In today's reading activities, the student thinks about why reading was so important to Booker. A reading poster is created to pass on the message that reading is important for everyone.

Spelling

Say each word. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- | | | | |
|------------|-------------|----------|-------------|
| • poem | • lightly | • showed | • somewhere |
| • starting | • footsteps | • only | • pioneer |

Phonics

The student should complete the Unit 6 Checkup on pages 183 and 184 of the Phonics book independently as it will be submitted to the teacher for evaluation.

Doors and Windows

After examining doors and windows in your home and in pictures, the student thinks about the ways in which they are designed to fulfill their purposes. The student also adds doors and windows to the model cabin that was constructed on Day 8.

ASSIGNMENT BOOKLET 8A

Grade Three Thematic
Module 8A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

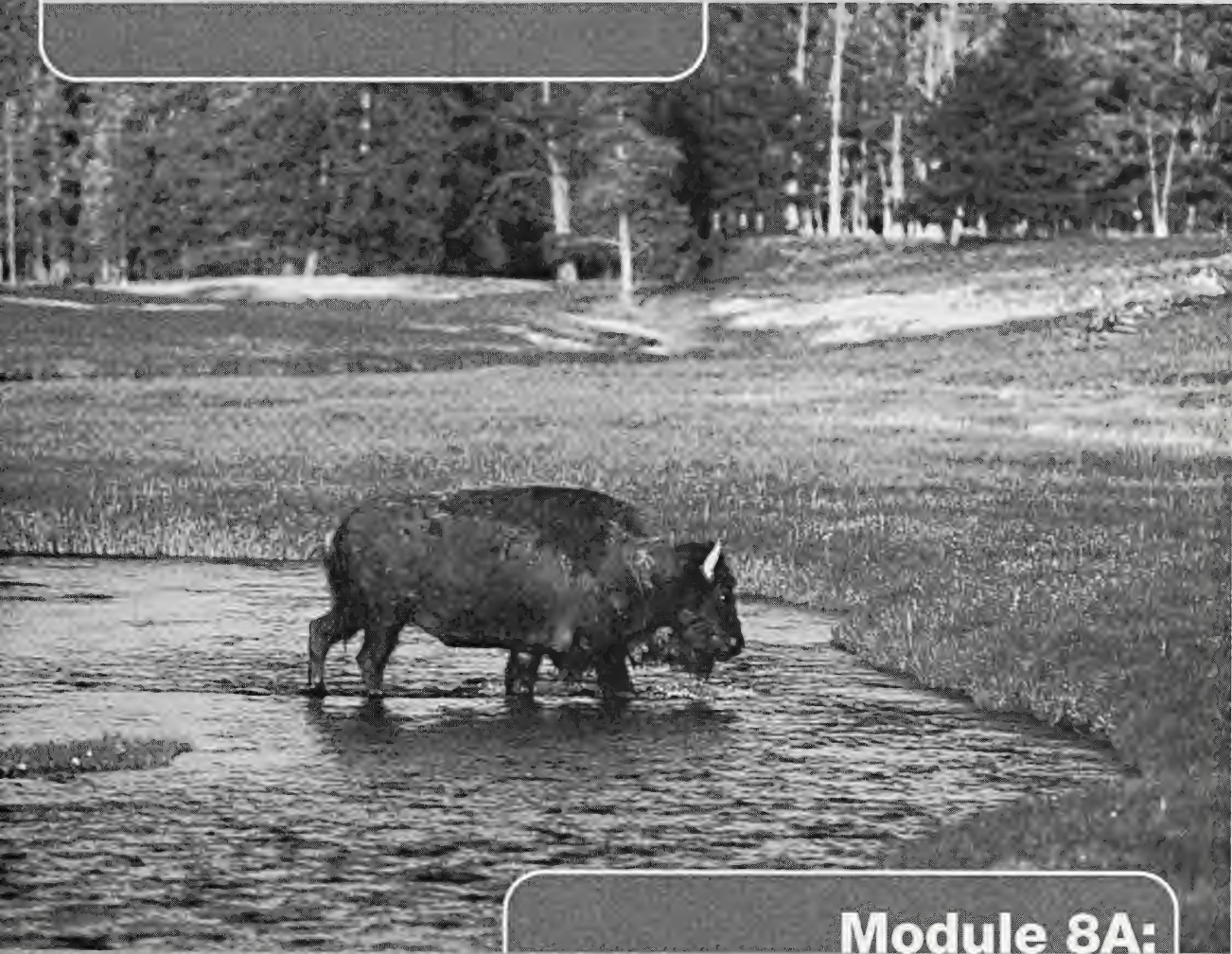
It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 8A:
The New World
Day 1 to Day 9



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	

Teacher's Comments

Grade Three Thematic
Module 8A: The New World
Assignment Booklet 8A
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Moccasin Design and Plan

I plan to use the following materials to make my moccasins:

My moccasins will look like this:

Assignment 2 continued

This is how I plan to construct my moccasins:

Assignment 3

“Why the Rabbit Turns White”

Use the teepee shape to retell the story “Why the Rabbit Turns White.”

A large teepee shape is centered on the page. It is divided into eight horizontal sections by lines. Each section contains a prompt for retelling the story. The prompts are as follows:

- the main character
- two adjectives about the character
- three words about the setting
- four words about the problem
- five words about the first event
- six words about the second event
- seven words about the third event
- eight words about the solution to the problem

Assignment 3 continued

2. What lesson do you think this story was meant to teach?

3. Think about the way the artist drew the animals and Wesakechak. Draw an illustration in the same style. Show your favourite part of the story.

4. Do you think the style of illustration is well-suited to the story? Explain.

Assignment 4

What I Learned

Answer the following questions to tell what you learned about making moccasins.

1. Did your list from Day 3 contain all the tools and materials you needed?

- ☐ Yes, I had everything I needed.
☐ No, I had to go and find more materials or tools.

If you answered no, tell what materials and tools you had to find.

2. Did your materials work well for the purpose of making moccasins?

- ☐ Yes, everything worked the way I planned.
☐ No, I had problems with the materials.

If you answered no, tell what problems you had with the materials.

3. What materials would have worked better?

_____ for the moccasins

_____ for the ties

_____ for joining

Assignment 4 continued

4. Did your design work well for the purpose of making moccasins?

- ☐ Yes, everything worked the way I planned.
- ☐ No, I had problems with the design.

If you answered no, tell what problems you had with the design.

5. Even if your design worked the way you planned, how could you change the design to make it better?

Assignment 5

Point of View

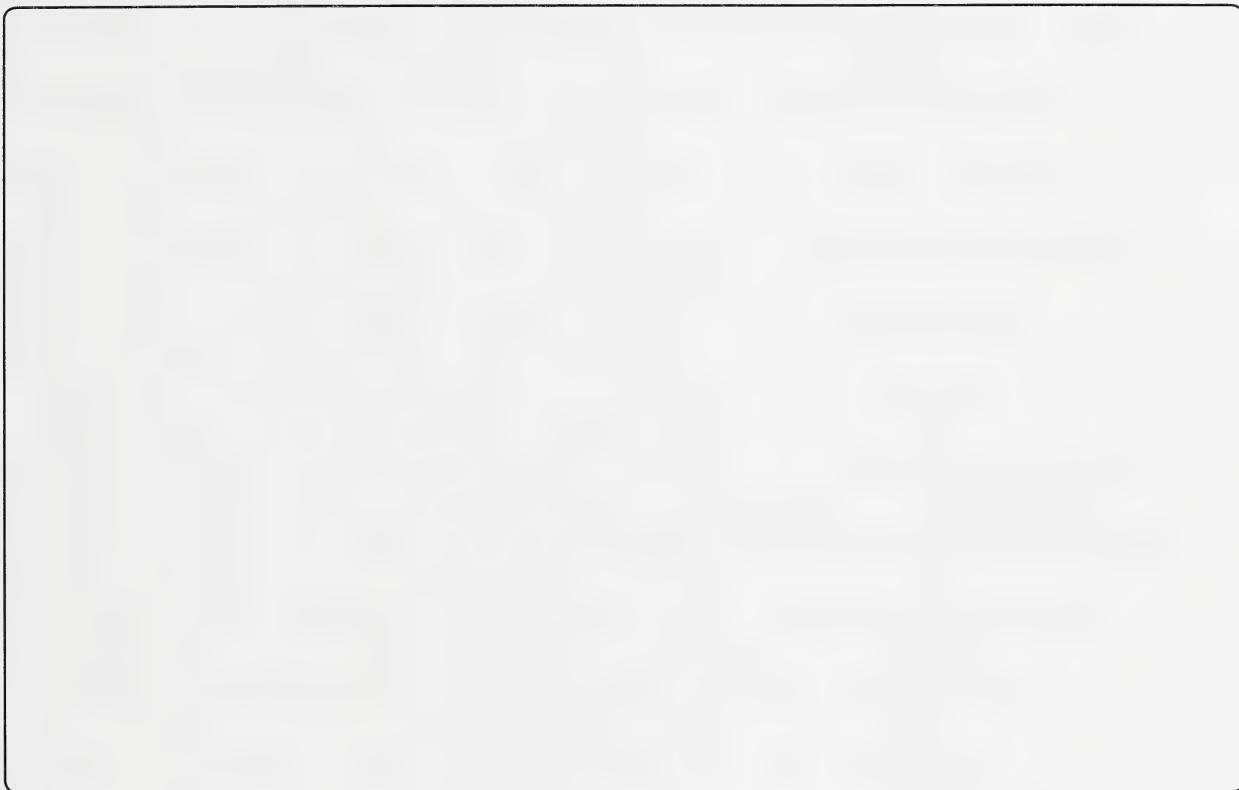
1. Write at least three sentences about yourself. Use the pronouns **I** or **my** in each sentence.

2. Act as a narrator. Write at least three sentences about a family member. Use the pronouns **he** or **she** in the sentences.

Assignment 6

Building a Lunch Container

1. Draw a diagram of the lunch container you built. Use labels to show the materials that you used.



2. What happened when you tested your container?

Assignment 6 continued

3. If you could use any material you wanted, how could you make the lunch container better?

I could make it stronger by _____

I could make it waterproof by _____

I could make it more comfortable to hold by _____

I could make it last a long time by _____

Spelling Test

Write each word as your home instructor says it.

[illegible]

Assignment 8

Doors and Windows

1. How is the door in Booker's cabin like or unlike the front door of your home?

2. How is the window in Booker's cabin like or unlike windows in your home?

3. Explain one reason why the doors and windows in Booker's cabin may be similar to or different from the doors and windows of your home.

Put a check mark beside the things you can do.

- ☐ I can break new words into syllables to help me read them.
- ☐ I can make a three-dimensional relief map and use it to show locations.
- ☐ I can watch a video and tell about the story.
- ☐ I can choose appropriate materials for a building project
- ☐ I can design and build an object for a specific purpose.

Student's Comments

After you have built an object or structure, can you figure out ways to improve it? Explain.

What are you doing that makes it easier to make notes for research projects?

Module 8A

Home Instructor's Comments

Check **yes** or **not yet** for each question.

The student is able to

- | | | |
|--|------------------------------|----------------------------------|
| • use syllabication to decode words with many syllables | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • summarize research information using short notes or points | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • present oral readings with fluency, rhythm, and appropriate intonation | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use a three-dimensional relief map to show locations | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • rephrase and explain the meaning of a video or other visual presentation | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • draft research information into a paragraph with a topic sentence and supporting sentences | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • complete most assigned activities independently | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to use syllabication skills to help decode unfamiliar words.

Do you have any questions or comments about this module?

Module 8A

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 6:** report about popcorn
- ☐ **Day 8:** recording of “David’s Wonderful Idea” from pages 181 and 182 in *Modern Curriculum Press Phonics: Level C*
- ☐ **Day 9:** Unit 6 Phonics Checkup from pages 183 and 184 in *Modern Curriculum Press Phonics: Level C*
- ☐ **Day 9:** Assignment Booklet 8A

Module 2: Introduction to Substitution

Section 2.1

Each week, you will be assigned a set of problems to solve.

Use the problems to practice your skills.

The problems are designed to help you understand the concepts.

Work on the problems carefully and show your work.

When you are finished, check your answers with the key.

Good luck!

Day 2: Assignment Booklet 8A

Work on the problems carefully and show your work.

When you are finished, check your answers with the key.

Good luck!

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When you are finished, check your answers with the key.

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